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| **Vision- Exemplary education for all through God’s amazing grace. Values- Learning, Integrity, Confidence, Dignity, Love**  **Long Term basic overview of coverage 26.4.24** | | | | |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Science** | Rocks  Forces and magnets  Animals, including humans  Light  Plants | States of matter  Animals, including humans  Sound  Living things and their habitats  Electricity | Living things and their habitats  Earth and space  Properties and changes of materials  Forces  Animals, including humans | Living things and their habitats  Animals, including humans  Evolution and Inheritance  Electricity  Light |
| **Geography** | Italy and Rome- COWWS  Egypt- COWWS  Biomes- Deserts | Village Settlers  The united kingdom COWWS  Brazil COWWS  Rainforest – Biomes | Local area study  Ancient Greece HOTCLUB  Italy- HOT CLUB  Extreme Earth – Mountains, Volcanoes and Earthquakes | Investigating Rivers  HOTCLUB – London THAMES  North America  Mexico city (Mayons) HOT CLUB |
| **History- Knowledge linked through key themes.**  **Historical skills are progressive.** | Changes in Britain from Stone age to Iron Age  The achievements of the earliest civilizations - Ancient Egypt  The Roman Empire and its impact on Britain | Tudors  Britain’s settlement by Anglo-Saxons  The Viking and Anglo-Saxon struggle for the Kingdom of England | Local study- Victorians  Ancient Greece | WW2  The Mayans |
| **Art and Design** | Cave art/ Stonehenge  Oeone Hammersley  Van Gogh | Anglo Saxon Art  Picasso  Tudor Art | William Morris  Peter Thorpe  Hokusai  Ancient Greek inspired pottery | Pop art  Da Vinci  Perspective  Yayoi Kasuma |
| **PE** | **Skills**: coordination, sending and receiving, reaction and response, ball chasing, dynamic balance and agility.  **Sport**: football, netball, hockey, rounders, athletics, gym. | **Skills:** footwork, sending and receiving, reaction and response, balance, jumping and landing, ball chasing.  **Sport**: tennis, tag rugby, African dance, basketball, athletics, cricket. | **Skills:** static balance, ball skills, reaction and response, dynamic balance, sending and receiving, jumping and landing, footwork.  **Sport**: netball, football, swimming, hockey, cricket, athletics. | **Skills**: static and dynamic balance, footwork, jumping and landing, sending and receiving, counter balance, floorwork.  **Sport**: athletics, basketball, tag rugby, dance, swimming tennis. |
| **Music- Skills are progressive as the chn journey through the school. Knowledge is frequently retrieved and built upon.** | Reggae  Whole class ocarinas  Standard rhythmic notation & Traditional African Echo Songs | Exploring + Responding  Whole class recorders  Composing | Motown & Soul  Rap  Classroom Jazz | Rock  Bugle Calls and Fanfares  Carmina Burana |
| **French** | All About me  Games, sports & Songs  Celebrations & Activities  Portraits (Colours & Body Parts) | Animals & Movements  Growing things (Food)  All aboard (Travel & Weather)  L’Argent de poche (Pocket Money) | L’Argent de poche (Pocket Money)  Vive le sport! (Sporting lives)  Le Carnaval des Animaux (The Carnival of the Animals) | Vive le sport! (Sporting lives)  Le Carnaval des Animaux (The Carnival of the Animals) |
| **Computing - Skills are progressive as the chn journey through the school. Knowledge is frequently retrieved and built upon.** | **Multimedia:** Still and video cameras, still frames linked to simple video.  **Programming:** Simple algorithms – Logo.  **E-safety-** Safe sharing, Trust, Action, Respect.  **Technology in our lives**-parts of computer, WWW, explore ways to communicate online .  **Data handling:**  Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. | **Multimedia:** As year 3, add effects, plan and structure, awareness of audience.  **Programming:** Debug and use sequence and repetition. SCRATCH  **E-safety-** Safe sharing, Trust, Action, Respect.  **Technology in our lives**-  parts of computer, WWW, explore ways to communicate online.  **Data handling:**  Iidentify the difference between discrete and continuous data and present both types of data as bar charts and time graphs. They also solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs. | **Multimedia:** AS year 4, understand audience intent, formatting work, evaluate  **Programming:** Design, write and debug, logical reasoning. SCRATCH  **E-safety-** Safe sharing, Trust, Action, Respect.  **Technology in our lives**-  Describe parts of the internet, know different services for different purpose., describe how information is transported.  **Data handing:**  This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will also use a real-life database to answer a question, and present their work to others. | **Multimedia:** As year 5, organise, refine, present work, self evaluate and make improvements.  **Programming:** Sequencing, audio, debug, animating.  **E-safety-** Safe sharing, Trust, Action, Respect.  **Technology in our lives**-  Describe parts of the internet, know different services for different purpose., describe how information is transported.  **Data handling:**  This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. |
| **Religious Education** | The local Church  Christian baptism and marriage  The 10 commandments  Nativity  Judaism, what’s it like to live as a Jew?  Jesus’s new commandment  Why is Easter important?  The Bible  The importance of symbols, beliefs and Teaching in Hindusim. | Why are they having a Jewish party?  What makes a Christian?  How do Advent and Epiphany show us what Christmas is really about?  Who is Jesus?  What are the Beatitudes and what do they mean to Christians?  Easter people  What does it mean to be a Muslim?  People from the old testament. | What does it mean to be a Hindu?  Remembrance or Harvest  How do art and Music convey Christmas  What does it mean to be Jewish?  Easter – Holy Communion  Holy Communion  Liturgy  The journey of Life and Death | What are the 5 pillars of Islam and Why are they important to Muslims?  Should every Christian go on a pilgrimage?  How would Christians advertise Christmas?  How has the Christian message survived for over 2000 years?  The contemporary Anglican church  What happens in churches at Easter?  Understanding faith in Wallington  Rules and Responsibilities |
| **RHE Themes which are progressive in content throughout KS2** | Being in my world  Celebrating Difference  Dreams and Goals  Healthy me  Relationships  Changing me | Being in my world  Celebrating Difference  Dreams and Goals  Healthy me  Relationships  Changing me | Being in my world  Celebrating Difference  Dreams and Goals  Healthy me  Relationships  Changing me | Being in my world  Celebrating Difference  Dreams and Goals  Healthy me  Relationships  Changing me |
| **Design Technology** | Photo frames  Pizzas | Purses  Light boxes | Bread  Bridges | Cam toys  Biscuits |